DOCUMENT RESUME

ED 291 883 CE 049 675

AUTHOR Ediger, Marlow
TITLE Relevancy in Vocational Education (A Collection of Essays).
PUB DATE [87]
NOTE 61p.
PUB TYPE Collected Works - General (020) -- Viewpoints (120)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Education; Adult Education; Career Education; *Counselor Role; Educationally Disadvantaged; Education Work Relationship; Employment Potential; General Education; Job Skills; Postsecondary Education; *Reentry Students; *Relevance (Education); *School Role; Secondary Education; Teaching Methods; *Vocational Education

ABSTRACT

This collection of seven essays covers the subject of relevance in vocational education from several perspectives. Topics of the essays are the following: (1) vocational education and the curriculum; (2) the counselor and vocational education; (3) vocational education and employability skills; (4) student reentry into the curriculum; (5) remedying ills in society; (6) general education, career education, and the classics; and (7) step-by-step teaching versus an open-ended approach. All essays contain numerous references for further investigation. (KC)

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RELEVANCY IN VOCATIONAL EDUCATION
(A Collection of Essays)

by

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VOCATIONAL EDUCATION AND THE CURRICULUM

Students are different from each other in many ways. Interests, purposes, meanings and abilities differ. The 1983 National Commission for Excellence in Education report recommended that all high school students should take four years of English, and three years each in mathematics, science, and social studies. Little was mentioned about the need for vocational education.

It would be difficult to make a case for the above named recommendations. A uniform curriculum for all students does not provide for individual differences. Vocational education for students increased its offerings with the Smith-Hughes Act of 1917. This was not brought in for the sake of doing so but to fulfill definite needs of students. Not all can benefit adequately from a comprehensive academic subject centered curriculum. There are students who learn from the concrete and whose talents lie in preparing for and participation in the world of work. The secondary years of schooling are terminal in formal school situations for some students. Others will take classes in vocational education on the post secondary level. The high school and post secondary years need to make adequate leeway to prepare students for the world of work and vocations.

Too frequently, academic courses are perceived to be superior to vocational education. Should this be that way? The writer says no. Rather, all positive forms of work need to be completed in society. Many, many kinds of workers are needed in the societal arena. It is only positive in attitude to say that both academic and vocational education are needed. One can also say that cleavage between the academic and the vocational is unreal and unwise.

Common Skills and Attitudes for All Students

There are skills and attitudes desired of all empolyees, be it in the vocations or in the professions. First of all, each needs to be proficient in problem solving. Too frequently, individuals in the world of work become frustrated and fearful in complex situations. Rather each person needs to identify and select vital problems, major and minor. Adequate information from a variety of reputable sources need to be secured in answer to the problem. Sometimes decisions have to be made quickly. In other occasions one has considerable time for deliberation and thought, prior to making choices. Each decision needs to be perceived as a hypothesis to be tested in action. Thus, decisions are not absolutes, but tentative. They are subject to modification and change, if evidence warrents. In vocational education then, students need to be problem solvers. Traditional answers to problems generally do not work. Answers to problematic situations are relative to the situation. A valuable trait for students to develop is flexibility, not absolutism, in identifying and attempting to solve problems.

Employers desire individuals who can select relevant not trivial problems. They also wish persons to be able to solve problematic areas of work. Talent is wasted if employers do not want employees who possess problem solving abilities.

Secondly, individuals in vocational education need to develop and maintain interest in the world of work. There are vocations of the past that no longer are useful. Technology and innovations eliminate selected vocations. Thus, a great need exists for those in vocational education to be interested in the world of work and accept change. Interest in what is being pursued in vocational education will assist

learners to stay updated in the world of work. The student and the curriculum need to be brought together in vocational education. With interest, the student will put forth effort to attain vital goals. With a lack of interest, there will be low levels of attainment in vocational education. It behooves instructors to utilize materials, methods, and appraisal procedures which stimulate learner interest.

Responsible workers are needed in society. These individuals make vital contributions to the world of work and society. For tasks engaged in, responsible individuals realize that accountability is involved. The contributions made in the work place can be pinpointed in termms of which individuals are responsible and which are irresponsible. Thus, in vocational education classes, each student needs to assume responsibilities for quality or shoddy endeavors. The responsible student evaluates the self in terms of quality criteria. Proficient students desire to improve the processes as well as products of work performed. There is increased effort to improve the self in doing a better job than formerly in the vocational education arena, as well as in society.

To become increasingly responsible, the student needs to experience success in vocational education classes. Instructors must sequence the curriculum to provide for individual differences among learners. Each student possesses a unique rate and style of learning. Thus, each instructor must implement desired principles of learning from the psychology of education to guide students to achieve optimally on an individual basis. With quality sequence in the vocational education curriculum, each student might attain success and thus enhance the self concept. An adequate self concept is needed to do well in society.

Inadequte self concepts make for a lack of achievement and feelings of inadequacy. If a student feels well about the self, optimal achievement is possible. An end result could well be accountability and responsibility of the student.

Time on task as a concept is vital for students in the vocational education curriculum. Discipline problems and wasting time in classes hinders a student from attaining vital goals in vocational education. The instructor needs to have realistic high expectations of each student. These expectations need to be clearly communicated, verbally and nonverbally to students. An end result might well be that students develop habits desired in the world of work in society.

Each student needs to correlate or fuse content from the basics (reading, oral communication, writing, mathematics, and science) into the vocational education curriculum. Students should not separate the basics from vocations in the world of work. Rather, knowledge, skills, and attitudes acquired from reading, oral communication, writing, mathematics, and science are useful and applicable in vocational education., Many times students see a need for the basics and their objectives when these are applied in the work arena. What has been learned needs to be applied. Otherwise, previously achieved objectives become hazy or forgotten.

Objectives stressing social development ceed adequate emphasis in vocational education. In school and in society, it is necessary that individuals learn to adjust to and get along with other persons. Too frequently, in the world of work, satisfactions go downhill due to not working harmoniously with others. Cooperation is necessary, not only from the point of view of receiving feelings of satisfaction from the

vocations, but also that positive work needs to be completed. Group endeavors and committee work need adequate emphasis in vocational education classes. Hopefully, social skills learned here will be transferred to the real world of work. Individuals at their job place may lose their positions due to not being able to work well with others. It may even be that the worker is competent on the job. Thus, it is highly necessary that students are able to interact positively with other workers in school and in society.

Students need to evaluate their own knowledge, skills, and attitudes pertaining to achievement in vocational educational. Self evaluation, properly implemented in terms of desired criteria, may well stress the best of appraisal procedures. Evaluating the self so that quality improvements can be made is highly important. The instructor also needs to assess learner progress. The assessment should reflect measurable competencies in using equipment and tools. There are affectice goals which also need appraising. These goals may not be amenable to precise measurement. However, in general, students need to be appraised in terms of desired attitudes. The identified attitudes will assist students to develop into and become more proficient workers. Underachievement in the vocations may well be due to undesireable attitudes.

A safe environment is a must for all workers. Worry about safety factors cuts down on effectiveness in the world of work. Injuries and accidents to workers are costly in terms of lost itme in the vocations, as well as personal pain experienced. Losing out on opportunities in the world of work is detrimental to the mental health of the worker. Excessive stress experienced by individuals is always a deterrence to

effectiveness on the job. Workers need to possess feelings of being safe in the workplace. An attitude of achievement and accomplishment is a must for the vocational education student and the worker in society.

Instructors in vocational eucation must provide students with comprehensive information on career opportunities. Thus, learners in vocational education need adequate knowledge on career opportunities presently and in the future. Students desire to pursue vocational training which will educate for a job or occupation. They need much information on available vocations in specific geographical regions. A network system of information exchange should be available to students for career placement, trends in occupations, skill development, and salaries offered.

Instruction in vocational education needs to emphasize relevant updated trends. Thus, computer literacy and skills need adaquate emphasis. Goals in computer use need to be identified carefully. Cognitive, affective, and psychomotor objectives must be inherent in the vocational education curriculum. A variety of learning opportunities need to be provided to students in order that individual differences are adequately provided for. Diverse evaluation techniques must be utilized to evaluate knowledge, skills, and attitudes acquired by students.

In Closing

Students in vocational education need to experience a relevant curriculum. Objectives for learners to attain should reflect vital goals in the vocations and the world of work. Instructors must utilize principles of learning from the psychology of education to assist each student to achieve optimally.

THE COUNSELOR AND VOCATIONAL EDUCATION

Students in vocational education must have definite goals to achieve. Worthwhile learning opportunities should be in the offing to assist students to attain the desired goals. Appropriate appraisal procedures need to be utilized to determine if goal achievement by students has been in evidence.

Vocational education students must fulfill requirements of class/course requirements. A quality curriculum needs to be in evidence. Time on task by students to meet requirements is of utmost importance. Trivia and the irrelevant must be needed out of the vocational education curriculum. A lack of progress and underachievement by the student needs to be diagnosed and remedied. Certainly, students should achieve in an optional manner. The counselor has an important role and function to assist vocational education students to learn as much as possible.

The Role of the Counselor

Counselors have numerous significant responsibilities to fulfill in meeting role expectations in counseling vocational education students. Students face diverse problems in school and in society. These problems can greatly distract from students doing well in vocational education. The concept <u>at risk</u> is mentioned frequently in educational literature pertaining to students dropping out or contemplating dropping out of vocational educational programs. The counselor needs to council students who face problems which hinder completing requirements in vocational education. These at risk students need guidance and direction in realizing their potentialities.

One classification of at risk student pertains to those who perceive a lack of purpose in the vocational education curriculum being pursued. The student then lacks reasons for achieving goals in vocational education. The instructors of classes rather quickly notice that the student lacks purpose and reasons for pursuing goals in vocational education. Motivation to achieve is at a low ebb. Energy levels of learning are at a definite minimal level. The instructors and the counselor need to work together to plan that which is in the best interest of the student. The student needs to develop purpose to function as a useful contributor in society.

To attempt to solve this problem, the counselor and the at risk student need to diagnose and remedy the situation. Mutual respect for positive ideas expressed in the conference need to be in the offing. Harsh comments and negative statements are detrimental in the conference setting. Problem solving methods rather, need to be utilized. The counselor and at risk vocational education student need to identify causes for the latter not perceiving purpose in the curriculum being pursued.

Perhaps, other vocational courses would be more purposeful to the at risk student. Or, personal and social problems of the student prohibit progress and achievement in the present curriculum. The at risk student may believe it is better to esarn money presently and drop out of school. The counselor must guide the at risk student in making the best choice(s) possible. A problem solving situation is important. Adequate data needs to be gathered pertaining to the present curriculum being pursued, as well as what the learner brings to the class setting. The total student is involved including the intellectual, physical,

emotional, and social dimensions. A realistic appraisal of the student and his/her capabilities, as well as the societal environment and its opportunities for job success must be considered thoroughly. The counselor needs to have positive attitudes in believing in the absolute worth of each student. Students should not have their abilities go down the drain or by the wayside. A conscientious counselor can do much to assist each vocational education student to perceive purpose in a curriculum being pursued.

A second kind/type of at risk student may have lost interest in the vocational curriculum in the offing. The learner originally may have perceived purpose in vocational goal attainment. Along the way, interest has waned. The enthusiasm of the at risk student is lacking. Saneness in routines in the vocational education curriculum appears to be experienced by the student. Perhaps, the vocational courses taken do not present the challenge or fascination that was once true for the student. Stimulating methods of instruction may not be in evidence. The counselor, together with the student and the instructor, need to consult in a positive manner to determine what has gone wrong. The problem may reside, in part, with instructional procedures and objectives stressed in the curriculum. The at risk student may also need counseling to accept limitations he/she brings to the vocational education classes. The student may expect too much from the instructor in terms of excitement and interest building in the curriculum. Whatever the cause(s) for the identified problems, new solutions need to be found and implemented. The vocational education curriculum must have its holding power over at risk students so that the latter may have the best possible opportunities to succeed in life.

A third type of problem for at risk students involves attaching meaning to life in all of its diverse dimensions. Teenage suicide is at an all time high in terms of percent of the total population. Divorce rate of parents is at an all time high rate. Approximately, forty percent of marriages end in divorce. Single parent homes continually increase in number. At the same time, the income levels of these households drops, after the divorce has become reality. No doubt, many at risk students contemplate the meaning of life with its goodness and its hardness.

Counselors need to talk with at risk students who indicate life itself has little, if anything, to offer. These students need to perceive goals and alternatives more clearly. Too frequently, goals are perceived in a hazy manner. Or, alternatives in life are viewed as nonexistent. With empathy and understanding of the at risk vocational student, the guidance counselor needs to help the former to perceive values in life and in the world of work. Feelings of futility, despair, and anguish may well be the lot of the at risk student. These students may feel alienation and loneliness. A sympathetic counselor openly discussing problems the student is experiencing is time well spent. The at risk student needs to perceive life as meaningful and rewarding. The total student comes to vocational classes. Thus, the emotional, social, physical, and intellectual facets of a person's development are a definite part of the latter's goals in the world of work.

A fourth type of at risk vocational student is dependent upon mind altering drugs. Use of marijuana, cocaine, crack, and alcholic beverages represent harmful and life threatening situations. A vocational student hooked on chemical dependence has no chance of job

success. In vocational classes, these students can not concentrate and attend to the task at hand. Rather, they become dependent and slaves to drugs and alcohol which take their toll in all facts of the person's development, such as emotional, social, physical, and intellectual.

Instructors of at risk students involved in mind altering drugs and chemicals need to be observant of traits which indicate help or rehabilation may be necessary. Instructors of vocational classes should consult with the counselor. After students indicate traits of being on mind altering drugs, the counselor must confer with the user of these chemicals. Each vocational education student needs to achieve as much as possible. Chemical dependence has an opposite effect on the student. The future of each student is highly important as members in society. The personal welfare of each vocational education student is also salient. Thus, the societal and personal dimensions of each student become a high priority for instructors and counselors. The couselor, in particular, needs to assist the student in identifying problems pertaining to chemical dependence and work in the direction of securing a solution. Chemically dependent students tend to drop out mentally and then physically from class attendance. The future of the dropout is indeed limited in terms of opportunities in life personally, as well as in society. These at risk students need to be saved from chemical dependence habits and addictions. Rehabilitation centers may be a must for many students involved in drug abuse.

A fifth kind of at risk student emphasizes the pregnant teenage unmarried student. Complications from the pregnancy can further add to the problems of staying in the vocational education curriculum. If at all possible, pregnant teenage students need encouragement and

assistance to stay in school. These students will need guidance to attain as much as possible in the vocational education curriculum. They will need to support themselves and their future offspring economically. To teenagers, pregnancy becomes an even greater proplem if parents do not accept them in the home setting as members of the family. If the pregnant teenager can live at home, the parents may distance themselves emotionally from their offspring. Situation, such as these, greatly add to the problems of the pregnant teenager.

The counselor needs to encourage these students to stay in school to complete requirements in a vocational education curriculum. The goals sought by the at risk student should result ultimately in securing a job which is rewarding and personally satisfying. Adequate pay should be inherent in the future job secured by the at risk pregnant teenager. These students will need to earn adequate money to suppport the self, as well as the new born baby.

Pregnant teenagers need support, encouragement, and assistance from the counselor of vocational education students. These at risk students face problems of personal acceptance, as well as of being accepted by oth ers. A good counselor may well provide for personal, social, and vocational needs of the at risk student.

A sixth kind of at risk student is one who needs to earn money presently to help support the family. Or, the at risk student owns a car and needs to support its upkeep and maintenance. The desire to earn money presently and drop out of vocational education classes can be strong.

The counselor needs to guide these at risk students to perceive goals clearly. Immediate earning of money in low paying positions can

be important to many students. Immediate goals versus longer range goals can be quite different from each other. The counselor needs to have the at risk student look at and discuss longer range vocational goals. Completing requirements in vocational education classes and being placed in a vocation which is personally rewarding and useful in society is a must for at risk students. Counselors need to be open to the feelings, values, and beliefs of the at risk student. These students need respect and understanding. They need to be prized as human beings having intrinsic worth.

In Closing

Numerous categories of at risk students can be identified. These categories include:

1. Students who lack purpose or reasons for attending vocational education classes.
2. Students who fail to perceive interest in the curriculum.
3. Students who have difficulty attaching meaning to life.
4. Students who utilize mind altering drugs.
5. Students who represent the teenage pregnancy category.
6. Students who desire to earn money presently rather than attend vocational education classes.

The vocational education counselor of students has tremendous responsibilities. Counselors need to accept students as human beings possessing tremendous potential. The counselor needs to be a sympathetic listener, guide, and helper of students in vocational education. The counselor and the involved student need to identify and solve problems that the latter experiences. The student needs to be assisted to achieve optimally in school and in society.

To attain well in vocational education, the student needs to achieve optimally in understandings, skills, and attitudinal objectives. Attaining these three categories of objectives during the time that vocational education courses are taken should assist each student to become increasingly more employable. Which goals then should each student achieve in the vocational education curriculum?

Needed Skills in School and in Society

A major objective for student achievement emphasizes problem solving skills. A problem solver is able to hurdle difficulties in ongoing pursuits. He/she within the framework of perplexing situations is able to locate and specifically define the involved problem. These individuals can gather data from appropriate reference sources be it within or without the person doing the problem solving. A hypothesis or tentative answer to the problem must be developed. The hypothesis is tested to notice if it works proficiently to remedy the identified problem. The hypothesis may need to be revised, if evidence warrants.

Traits of a problem solver include being creative, open minded and flexible, as well as persevering through difficulties. Interest in the problem should make for effort in its solutions. Time on task is important.

A second major objective in employability skills stresses that positive attitudes be possessed. The vocational education curriculum needs to stress realistic objectives for each student to attain. The goals are not too complex to ordain failure, nor too simple that

deemphasize challenge for students in learning. The objectives in vocational education emphasize new learnings for students to attain, and yet success is an end result of goal attainment. Quality attitudes on the part of the student should then be inherent in goal attainment.

Success in attaining relevant objectives should guide students to develop an adequate self-concept. Hopefully, the concept of success will transfer from the vocational education curriculum to the world of work in society. The goals of the student in school need clarification and purpose so that reasons for participating effectively on the job in the societal arena will be motivating and satisfying.

A third goal in vocational education stresses the concept of human relations. Vocational education classes as well as the societal arena of work emphasize students getting along well with each other. Tolerance and acceptance of others are significant objectives for learners to attain. Classes in the curriculum and the world of work can definitely lack feelings of satisfaction for students if rapport with others is not in the offing. Students must learn to accept rules, regulations, and standards. At the same time, students need to become proficient problem solvers. Authority and creativity need harmonizing. Both exist in society. Thus, criteria of excellence may represent authority. Unique, novel ideas are needed in problem solving. Certainly, balance between what is desired in terms of quality of work performed (nomothetic dimension) must be directly related to the personal needs of individuals (ideographic dimension). A need of individuals is to portray uniqueness of ideas, conduct, and standards.

Good human relations emphasize traits of being friendly, cooperative, tactful, accepting of others, respectful, and valued. Quality human relations are needed in vocational education classes and in society.

A fourth skill for student attainment is to develop excellence in language arts skills, particularly as they relate to the world of work. To be a good listener, speaker, reader, and writer is always prized and valued in society. Each student needs to attain as much as possible in these four language arts skills. The world of work emphasizes four language arts skills. The world of work emphasizes listening, speaking, reading, and writing. Realistic objectives in the areas need to be achieved by students. Effective communication with others is important. Instructors of vocational education need to be effective teachers of skills in the language arts and its direct relationship to preparation for work and for being a worker in the societal arena. Intake (listening and reading), as well as outgo (speaking and writing) are needed concepts to be emphasized when stressing excellence in the vocational education curriculum.

A fifth skill for student achievement in vocational education emphasizes achievement orientated goals. A student in class and in the world of work needs to be a responsible person. Being on time and emphasizing quality processes and products is important. The student/worker concentrates well on the task at hand. He/she stresses the concept of accuracy in tasks completely. These students care for and use tools and machines properly. Emphasis is placed upon utilizing

materials meticulously. Good students/workers are able to follow directions carefully.

Achievement orientated students are dependable and can work independently. Responsibility for completing tasks resides within the student/worker. Effort is put forth in completing tasks, even if additional work or overtime are required considerations. When perplexing situations occur, the involved person perceives this to be a challenge rather than a time for alarm or frustration. Flexible steps of problem solving are then utilized, such as identifying the problem clearly, gathering data, developing a hypothesis, testing the hypothesis, and revising it if needed. The student/worker evaluates the self with emphasis placed upon improving processes and products. Adequate self-concepts are developed within the framework of class endeavors or in the world of work.

A sixth skill for students to achieve in vocational education is fulfilling of personal needs. To attain adequately in class and in the societal arena, students/workers need adequate nutritious food. Adequate sleep and rest are also necessary to achieve fully and attain self-realization. Comfortable, suitable clothing is a must to do well in vocational education classes.

All people desire to have feelings of safety and security. Each person must experience a safe environment. Otherwise, concentration on the task at hand is not possible.

Goals in vocational education should stress meeting belonging needs of individuals. Each person desires to belong to a group in which

cohesion occurs. Spontaneity and creativity are not to be sacrificed when feelings of belonging are emphasized in the vocational world. Within the group, originality and a desire to learn continuously should be stressed. Esteem needs must also be met. Each person wishes to be known for what he/she excels in. Vocational education should be more than training for and securing jobs. Motivation, enthusiasm, and interest must be inherent within the student/worker in order to excel and become known for talents possessed. The total person is being developed to achieve self-actualization in all that life itself can possibly offer.

In Closing

Six skills were emphasized for vocational education students to acquire in order to achieve well in school and in society. These six skills were

1. developing problem solving abilities.
2. possessing positive attitudes toward the self and others.
3. relating effectively toward others.
4. being proficient in the language arts areas of listening, speaking, reading, and writing.
5. acquiring an achievement orientated philosophy.
6. fulfilling of the personal need dimension.

Each vocational education student needs to attain optimally to achieve well in the societal work arena.

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STUDENT REENTRY INTO THE CURRICULUM

Much is written about students who drop out of school prior to or after receiving a high school diploma. The future for these students is rather dismal. The W.T. Grant Foundation financed a study of individuals entering the work place with a high school diploma or less in terms of formal schooling. Their report The Forgotten Half: Non-College Bound Youth in America[1] stresses the following bleak future of approximately 20 million young Americans who are not likely to attend college.

> In 1986 males between the ages of 20 and 24 who had high school diplomas and were employed earned 28% less in constant dollars than a comparable group in 1973. The income decline was 24% for white males and 44% for black males.
>
> High school dropouts have suffered an even larger income decline. In 1986 dropouts between the ages of 20 and 24 earned 42% less in constant dollars than a comparable group in 1973.
>
> In 1984, 12% of all males between the ages of 20 and 24 said that they had no income, up from 7.3% in 1973.
>
> In 1973, 60% of all employed young males earned incomes high enough to support a three-person family above the poverty level, but by 1985 only 43.7% earned incomes that high.
>
> The proportion of males under age 24 who were not in college and who were working full-time dropped from 73% in 1974 to 49% in 1986. Similarly, the proportion of young females who were not in college and who were working fulltime fell from 57% in 1968 to 42% in 1986.
>
> Of the 3.1 million households headed by youths under age 25 in 1985, 30% had incomes below the poverty level - nearly double the percentage in the early 1970s. (Given this fact, it is not surprising that the marriage rate among all 20 to 24 year-olds fell 46% between 1974 and 1985 - and fell a full 62% among blacks.)

The above data is indeed is disheartening. Students who have left the education arena need identification. These students need encouragement to come back to complete formal education programs, necessary for personal success and achievement in life. A quality curriculum needs to be in the offing. The curriculum for the reentry

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[1]As quoted in Phi Delta Kappan. Bloomington, Indiana: Phi Delta Kappa, February, 1988, pages 404-414. The total report has 104 pages.

students must emphasize relevant objectives. These ends need to be perceived as vital by students. Learning opportunities to attain the chosen objectives must meet criteria of being purposeful, meaningful, and of interest to the learner.

An effective means of appraisal needs to be in the offing to determine the progress of the reentry student. Diverse methods of appraisal should be emphasized. Intellectual, emotional, social, and physical facets of learner progress need to be appraised thoroughly. Quality attitudes should be signficant outcomes of the evaluation process. Counseling and guidance services offered by a qualified, sympathetic, and caring person must be available to the reentry student.

Placement services are a must after the reentry student has completed course requirements. These students should not be allowed to sink or swim. Rather, success and assistance should be key concepts in guiding the reentry student into the world of work, be it a vocation, occupation, profession, or additional levels of formal education.

Identification of Prospective Reentry Students

Students leaving any level of formal education need to be identified. Reasons for their leaving need to be determined. Reasons generally inherent as to why students leave formal education include the following:

1. earn money.
2. lack of interest.
3. failure to perceive purpose or reasons for attending.
4. lack of goal clarity.
5. pregnancy.
6. loneliness.
7. no friends.
8. low grades.
9. problems in the home setting.
10. marriage.

Counselors need to discuss with the potential reentry student as to reasons for leaving formal education. Respecting the thinking of others is important. In an atmosphere of understanding, the counselor and the individual need to evaluate the merits for reentering formal education programs. If the student again enrolls in course work, the counselor must periodically assess if needs of the former are being met. The sink or swim beliefs for reentry students must be minimized. These at risk students need assistance in securing adequate money to finance formal education, as well as perceive interest, purpose, and goal clarity in the curriculum. Problems of pregnancy, loneliness and lack of friends need to be discussed openly with the counselor. Agreed upon solutions to each identified problem should be an end result. Encouragement needs to be given if the reentry student has experienced a low grade point average when previously attending school. Talking with the student about home problems may assist the learner to realize that there is sympathy and empathy when discouragement sets in. Adequate paying part time jobs may need arranging when finances are a problem and/or the reentered student is married or is contemplating marriage.

A tremendous investment of money and time is necessary to assist individuals to reenter the halls of learning. Working at dead end, low paying jobs hinder any person from achieving and progressing. Society loses out on talents and abilities in these situations. The individual as well as society should benefit when the reentry student is pursuing definite objectives in completing course requirements.

The reentry student needs assistance in pursuing course work leading to graduation. Positive reinforcement needs to be given to these students for achieving well. Diagnosis and remediation are necessary for reentry students who are not progressing at a satisfactory rate. Individual differences need to be provided for. Thus, slow, average, and fast learners individually must pursue course offerings which provide for sucess in learning. Challenge needs to be in the offing for each learner to attain as much as possible. Time on task and optimal achievement should be the lot of each student.

To have reentry students achieve well, they must experience

1. a curriculum which is of interest. Dull, boring courses will hinder these students from staying on in the educational arena. Interesting materials and methods of teaching should be the lot of each reentry student.

2. purpose in learning. Reasons for achieving are accepted by the student. Not perceiving purpose for learning makes for low motivation in ongoing activities.

3. meaningful course work. If a student attaches meaning to ongoing instruction, he/she understands content being taught. Meaningless presentations make for feelings of failure among students.

4. balance among objectives. Thus, three categories of objectives are being emphasized in the curriculum. These are understandings, skills, and attitudes. With achieved understandings objectives students acquire facts, concepts, and generalizations. To utilize the facts, concepts, and generalizations, skill objectives need to be stressed. Doing something with the understandings acquired emphasizes skill

development. To do the very best in life, quality attitudes must be developed by students. Good attitudes assist in achieving well in understandings and skills objectives.

Within a quality curriculum for the reentry student, philosophies of education which assist each to attain as much as possible should be emphasized. Four philosophies are relevant for teachers to implement, in whole or in part. Thus, the reentry student needs to experience problem solving. Problem solving skills are important to use in school and in society. Life in its diverse manifestations consists of identifying and solving problems. Flexible steps of problem solving include

1. identifying the problem.
2. gathering data in answer to the problem.
3. developing a hypothesis.
4. testing the hypothesis.
5. revising the hypothesis, if needed.

Problem solving philosophies emphasize

1. integrating the school curriculum and society.
2. stressing committee or group endeavor in solving problems, as is done in society.
3. harmonizing the interests of students with effort in learning. With interest in problem identification, effort is then put forth in learning by reentry students.
4. learners selecting realistic problem to solve. The teacher is a guide and stimulator.

5. realizing that solutions to problems have their own consequences.

A second philosophy stresses individual decision-making. A learning centerns methodology of instruction may here be in evidence. From an ample number of centers and tasks, the individual student selects which learning opportunities to pursue. Time on task is salient. The chooser omits tasks not harmonizing with personal interests, needs, and abilities. Students may select tasks emphasizing problem solving or knowledge for its own sake. Generally, tasks selected stress the making of individual moral choices. Decisions are subjective and not objective choices. How the individual chooses does affect others.

Decision-making philosophies stress

1. an endless number of options open to the chooser.
2. each person developing his/her own purposes in life.

The purposes are not given to any individual.

3. student-teacher planning of the curriculum.
4. life itself presents absurd situations. Within the subjective and the absurd, decisions need to be made.
5. the importance of personal choices affecting others.

A third philosophy emphasizes the testing and measurement movement school of thought. With the testing and measurement movement, predetermined precise objectives for preentry students need to be in the offing. The precise ends must emphasize new content or skills to be achieved. And yet, the objectives should be achievable. A pretest can adjust the reentry student's curriculum to where he/she is presently.

Pretest results for each student indicate present instructional levels. These students may then achieve sequential objectives at a rate conducive to optimal achievement levels. The instructor selects the learning opportunities to have reentry students attain the precise ends. Evaluation of each student's achievement is done in terms of stated objectives. Remedial work is given if a student does not attain a specific objective.

Testing and measurement movements emphasize

1. predetermined specific objectives for students to attain.

2. evaluation of what is observable and verificable. What is internal to the student cannot be evaluated.

3. criterion and norm referenced tests be utilized to ascertain student achievement. Criterion referenced tests (CRT's) will be utilized most frequently since they harmonize with a specific set of behaviorally stated objectives developed prior to instruction.

4. objectivity in the appraisal processes. Subjective means of appraisal are frowned upon.

5. students meeting definite standards of achievement.

A fourth philosophy of teaching for reentry students stresses a subject centered curriculum. Having students learn content, concepts, and generalizations are paramount in teaching. The abstract is preferable to the concrete and the semi-concrete.

In learning vitable subject matter, mental development of reentry students become the major objective of teaching and learning. Cultivation of the intellect of students is inherent in ongoing lessons and units. Cognitive objectives, rather than affective or psychomotor

learnings are emphasized in the curriculum. Affective and psychomotor goals are significant only to the point and place where cognitive development of reentry students is fostered. The mind needs stimulation, challenge, and encouragement to guide reentry students to acquire much subject matter.

A subject centered approach in teaching reentry students stresses

1. an idea centered curriculum. Vital concepts and generalizations need to be attained by reentry students.

2. cultivation of the intellect and mental development of learners, as major goals of instruction.

3. challenge, motivation, and encouragement to attain well academically.

4. well qualified teachers, academically inclined, be involved in curriculum development and implementation.

5. utilization of carefully selected basal textbooks, single or multiple series, together with other reference materials to assist students in goal attainment.

In evaluating each philosophy of education in teaching reentry students, the following appear salient:

1. problem solving skills are important in the school curriculum, as well as in the societal arena.

2. decision making on an individual basis and developing one's own purposes in life are salient. Life consists of making choices where subjectivity prevails. Moral decisions emphasize the subjective facets of life, personally as well as in interacting with others.

3. precise objectives need attainment if they are vital, relevant, and do not emphasize isolated bits of content to be learned. Adequate stress also needs to be placed on the attitudinal or affective development of reentry students.

4. cultivation of the intellect as a sole objective may not meet the personal needs of the reentry student. Subject matter must be useful and utilitarian for students who have left and come back to complete course requirements.

In Closing

The reentry student, as is true of all human beings, has tremendous worth. These students ultimately need to earn an adequate income to sustain the self and members in the family. Income earned should make for an enriched life of self-fulfillment. Work performed in society, after graduation, should be satisfying and rewarding. The self in society needs to experience success and happiness.

REMEDYING ILLS IN SOCIETY

Society does expect public schools to remedy many of the ills in the societal arena. Criticisms are hurled frequently at public schools for evils which accrue on the state and national level.

The United States in five years time (1982-1987) has moved from the leading creditor to the leading debtor nation on the planet earth. The charge is made that public schools do not educate for the world of economics and economic competency. Comments, such as these, place unwarranted responsibility upon the public schools. Can any institution take responsibility for economic decisions made, other than governmental officials, in general? To be sure, public schools need to do the very best possible of educating each student to attain optimally. However, decisions made by officials in government may not be in the best economic interests of the nation. Deficit spending in which the deficits have more than doubled in seven years cannot be remedied by the public schools. All time high trade deficits are also in evidence during the years 1985-1987.

Educating for economic competency could become a major goal in education. All curriculum areas, in general, might then reflect the economic arena and a person's role therein. The scope of the curriculum

would then be narrow indeed. A broad, general education seemingly meets the needs of students individually more so than any other plan of curriculum organization. It is difficult to move away from a scope and sequence which emphasizes the language arts, the social studies, science, mathematics, art, music, and physical education. With these curriculum areas, students achieve basic content which cuts across all academic disciplines. Thus, the language arts areas of listening, speaking, reading, and writing are salient in all curriculum areas in school, as well as being salient in society.

The concept of economic efficiency changes rapidly. What emphasizes the utilitarian and the practical stresses continual modification, revisions, and newness. Stability in the economic area is not in evidence. It is difficult for public schools to emphasize that which is vital and relevant in vocations, jobs, occupations, goods, services, trade, and interdependency in the economic arena, since change is so much in evidence.

Additional Problems in Society

A racial society is certainly in evidence. Minority groups receive less pay, experience more unemployment, and, in general, the less of the good life, as compared to the dominant white race. Segregated or partially segregated areas in housing, education, and occupations are definitely in strong emphasis. Society has failed to integrate minority groups to experience the good, the true, and the beautiful. Since society has failed to develop the concept of equality among the races, the public school has had to assume this responsibility. Magnet schools and busing of students have been means utilized to integrate the races.

It would be much easier and utilitarian for society to work in the direction of all experiencing the good life, rather than public schools attempting to rectify that which is not justifiable, such as segregation of the races.

A second additional problem in the American societal arena is a rather high level of poverty. Poverty problems are relatively easy to observe in cities, large and small, as well as in rural areas. Poverty is due to many causes. Among others, these causes include racial discrimination in work opportunities, instability of jobs in society, as well as recessions and depressions.

Paying a high percent of ones's expenditures on sales tax tends to work against the economically disadvantaged in society. The word income tax has become a highly negative concept in American society. The graduated income tax can be very fair and is based on the ability to pay. However, federal and state governmental officials believe the income tax to be sacred and should not be raised. The concept of free enterprise is also very sacred in society. Thus, the private sector is portrayed as being good while the public sector represents evil. Such reasoning is indeed erroneous. Federal and state governments must assume heavy responsibilities for the poor and the indigent. It is immoral to have street people, hungry and cold persons, as well as slum dwellings, and crime ridden areas. There is ample wealth to curb these ills. When people are taxed according to their incomes, ample money will be available to fund social security, take care of needs of the poor, have jobs for all who desire them, as well as provide medical, dental, and old age care for citizens in society. When the free enterprise system becomes an ideology and an absolute, its usefulness goes downhill. The free enterprise system (the private sector) and the public sector compliment each other. They must not be at loggerheads. Governmental action is necessary when the free enterprise system divides people between the haves and have nots.

Students who come form poverty homes cannot do well in school. Approximately, twenty percent of public school students come from economically disadvantaged homes. The public schools can do little to remedy the situation. Poverty level students can receive free noon meals five days a week from the school lunch program. This is not adequate for a calendar year by any means. There are too many other times necessary for the intake of nutrition within a given year. Society fails in meeting the needs of poor people. Students in school must then have nutrition needs met, in part, through the school lunch program. The public schools then attempt to remedy the ills of society. However, remediation is extremely difficult when students come from poverty areas. Student achievement in goal attainment goes downhill in different curriculum areas when society permits poverty in the home setting.

Child abuse seemingly is quite common. Each day in newspapers, cases of sexual, physical, emotional and social abuse are reported. Students coming from homes where abuse occurs cannot achieve well in school. Emotional scars of involved students hinder in goal attainment in school and in society. Teachers and principals are required by law to report suspected cases of child abuse. Those teachers and principals who report cases of child abuse may be received in a hostile manner by the parent(s). Parents know who the teacher

is of the elementary school age pupil. The principal may not back the teacher in a confrontation with a hostile, angry parent. The teacher who reported the child abuse is left holding the bag.

Child abuse is a societal problem. Students will have a difficult time to grow up as productive adults when in the school years, child abuse occurs in the home setting. The public schools are required to accept the role of reporting suspected cases of child abuse. Wrongs and ills in society place additional responsibilities upon school personnel. Counseling of students has long been a tradition in the public schools.

Sexually transmitted diseases are indeed a great problem in society, especially AIDS. AIDS is deadly in that a person's immune system does not function. Without an effective immune system, a person with AIDS has little hope of surviving, except for a short period of time.

Public schools have taken an additional responsibilities in implementing instruction pertaining to AIDS in the curriculum. Objectives, learning activities, and evaluation procedures must be selected, planned, and implemented in ongoing lessons and units of study.

Both parents work in securing income for a family. The two paycheck family is a necessity in many cases.

Sometimes, job/professional opportunities emphasize both parents be in the world of work. In single parent homes, the bread winner also is not home when children arrive from school. The latch key child then may not see the parent(s) until later on in the evening. These children must be by themselves from the time the school day ends until the parent(s) arrive at home. Sometimes, parents leave for work before the child leaves for school in the morning. The child does not get the security, attention, and the educational opportunities that the home should provide. The public schools are asked to make up for deficits of experiences for latch key children. Thus, a public school has a program of games and educational activities for pupils, starting at the end of the regular school day until later on in the afternoon, when parents arrive home from work.

There appears to be much criticism of the public schools and their endeavors. And yet, the public school is asked to take on increased responsibilities. The latch key program represents an increased responsibility for the public schools. Society has failed to provide for children where both parents work. The public sector in terms of governmental assistance and money tries to get out of many programs of aid to domestic spending. It is continually reinforced in the news media that the private sector can do things better, more efficiently, and economically. The private sector, however, has been

unwilling to take over responsibilities in child care. Generally, the private sector wants lower taxes, cheaper costs of labor, benefits for industries locating in a given area, and increased profits. Child care cannot be measured on a profit basis. To be sure waste and inefficiency are not advocated. But, if children are to achieve well in school and develop into productive citizens, an adequate investment will be needed for child care. Thus, needed provisions must be made for latch key children. Latch key children fending for themselves can be dangerous and harmful. Rather, a quality program of educational opportunities for latch key children needs to be in the offing.

Numerous public school systems offer courses in parenting on the secondary school level. General and specific objectives, learning activities to achieve the objectives, and evaluation procedures to determine student programs have been developed in lessons or units on parenting. With child abuse, latch key children, and home poverty, more and more educators recommend parenting skills be taught in school. Too many children come to the school setting with meager educational background experiences. Nutrition needs also have not been met in the home setting. Being a good parent is important in any society. Children of today become the parents of tomorrow. The societal arena too frequently has failed in parents rearing offspring properly and

appropriately. Thus, the public schools are called upon to assist students to learn about what makes for good parents. The public schools here operate in a manner to correct ills in the societal arena.

Early intervention programs exist in selected states. Early intervention programs operate in terms of assisting parents to work effectively with their offspring, ages birth to three years. Resource people, with appropriate educational background and training, visit parents in the home setting. Hopefully, parents will, as a result of the resource assistance, be better able to offer stimulating educational experiences to the infant. Early intervention programs are based on the beliefs that infants can do better in public school achievement when content learned is sequential from birth on. Thus, education of the young does not start on the kindergarten level, but at birth. Parents need guidance to provide sequence in the experiences of the young child from the crucial time of birth to the beginning of the public school years. After the public school years begin, parents have tremendous responsibilities in helping their children achieve optimally. The public schools are heavily involved in remedying neglect of education of young children in the home setting.

Television has certainly failed to educate children in the home setting. The television industry could do

much to help educate public school student in their homes. The TV media instead focuses upon violence, sex, drug abuse, alcoholic beverages, and robbery, among other ills. If models are important for student to learn from, television has its negative input. Parents in the home setting also fail to set an example by watching television programs with their children that have an unhealthy impact.

The public schools must come to the aid to rectify unwholesome ideas that students receive from TV. TV basically has had little to teach students in terms of vital subject matter, morality, and quality social development. Thus, the public school curriculum needs to stress appropriate intellectual, social, emotional, and physical growth of students.

Programs viewed on television reflect the demands and interests of the lay public in society. If the consumer desired more wholesome TV programs, content therein would change to the positive. It is doubtful if the present listing of TV programs would survive if parents and others in society demanded presentations of positive educational value. Television with its rapidity of quick adventure, movement, and interest hinder students from completing or doing well in homework. Basically, what is on television is transitory, insignificant, and possesses entertainment qualities largely.

The public schools need to develop a curriculum which is quite opposite of programs on television. Thus, the public school curriculum should emphasize:

1. Conflict resolution through peaceful means.
2. Respect for others regardless of race, creed, or religion.
3. Goodness, beauty, and truth in its manifold dimensions.

The above named three standards apply also to attempts in alleviating societal trends of wars and rumors of wars, as well as problems in human relations among individuals.

Further societal problems which the public schools need to attempt to rectify include:

1. Juvenile delinquency, teenage pregnancy, and suicide.
2. Ageism and sexism.
3. Counseling of troubled and maladjusted students.

In Closing

The societal arena brings on many problems which need solutions. Much is demanded of the public schools in working toward solutions. The public schools have

become scapegoats for what society cannot accomplish and do. It becomes absurd to blame the public schools for sure governmental budget deficits or for unfavorable imbalance of trade with other nations. No doubt, society will increase their demands upon public schools due to increased ills in society. Society needs to be wary of expecting too much from schools, especially with the very limited amount of funding available for doing the job. The following are unrealistic demands:

1. Teachers solely being accountable for students achievement. There are many other individuals (parents), agencies and institutions which must accept thorough responsibility for a student's achievement in school. Poverty, hunger, abuse, and parental unemployment are highly negative factors in assisting students to do well in school.
2. Schools being completely responsible for drug abuse and consumption of alcoholic beverages by students. Adults in society present a rather negative role model in substance abuse for young people.

GENERAL EUDCATION, CAREER EDUCATION, AND THE CLASSICS

Considerable debate is in evidence pertaining to what kind of education each learner is to receive. Most educators believe that an appropriate general education curriculum should be available to all learners in the elementary school years. Thus, each pupil should receive essential learnings in reading, writing, and arithmetic. Additional curriculum areas which might comprise basic content, among others, include history, geography, science, algebra, geometry, art, and music. Those educators emphasizing a well rounded education for pupils may also include physical education, as well as substitute social studies for the curriculum areas of geography and history. Additional philosophies of education, quite different from general education involve career education and a study of the classics.

General Education and the Learner

Beyond the elementary school level of achievement, there are teachers and supervisors who believe that vital subject matter learnings (general education) continue to be essential for all pupils. The school curriculum might then emphasize core academic learnings pertaining to:

1. the language arts, e.g. reading, writing, spelling, handwriting, punctuation, and usage.
2. the social studies, e.g. history, geography, government, economics, sociology, and anthropology.
3. science, e.g. biology, chemistry, astronomy, physics, botany, zoology, and geology.
4. mathematics, e.g. arithmetic, algebra, geometry, probability, and statistics.

General education pertains to those learnings which are required of all learners. To function well in society as adults, pupils presently need to have adequate background knowledge of subject matter learnings, according to advocates of general education. Subject matter emphasized in general education is perceived to be relatively stable in terms of being vital for all learners. Content that is subject to considerable change may not be considered as essential. General education is perceived to contain core learnings and be essential for learners so that individuals might be conversant with others due to having similar background experiences. The emphasis in general education is upon pupils acquiring relevant subject matter learnings deemed essential in the societal arena.

Vocational Education and the Pupil

Vocational education in the school/class setting emphasizes that which has practical/utilitarian values. Learnings acquired might well be utilized directly in diverse jobs or occupations. The transfer value of vocational education to the world of work is direct and specific. Compared to vocational education, general education emphasizes a subject centered curriculum of basic learnings. It may well be that general education learnings might be usable in society. However, its application is broadly conceived and, indirectly might well have its transfer values in society.

To emphasize a quality vocational education curriculum, teachers and supervisors need to establish viable goals. Classroom learning activities, as well as on the job experiences, need selection to assist

learners in achieving desirable ends. Ultimately, valid methods of evaluating learner achievement need to be in evidence.

Vocational education experiences must provide for diverse interests possessed by learners. Talents and abilities of pupils must be identified and adequate provisions made to meet needs of involved learners. Guiding pupils to perceive purpose to acquire understandings, skills, and attitudinal goals in the vocational arena is time well spent, according to advocates of vocational education, Hopefully, today's pupils in the school setting will select vocations, as adults, which are satisfying, motivating, and rewarding.

A Classical Curriculum and the Learner

There are selected educators who believe that a study of the classics is in the best interest of pupils. Classics contain ideas that are enduring and have stood the test of time. These ideas are definitely not subject to continual change. In fact, the classics contain stability of content which has been chosen to represent the thinking of great minds of the past, e.g. Plato, Aristotle, Saint Thomas Aquinas, John Locke, Immanuel Kant, George Hegel, Karl Marx, William James, and John Dewey, among others. Educators emphasizing the classics in the curriculum believe that learners can communicate with each other more effectively if a core of key ideas from great thinkers has been acquired. Too frequently, learners lack this commonality of content in the curriculum.

Advocates of the classics believe intellectual development of pupils to be of prime importance. Physical education, as well as social and emotional development, have little worth in the curriculum.

Vocational education is definitely to be frowned upon. Vocational choices may be made at a later time, according to educators emphasizing classics as a philosophy of education.

Content from the classics can provide guidance and direction for pupils involving personal relationships with other human beings. Intellectual development and use of the will assists individuals to relate more effectively to others. The ideas of Great Minds brings to the attention of learners the best that exists in terms of thoughts and experiences of the human race.

In Summary

Which kind of education might best provide for the needs and purposes of pupils in the school curriculum?

There are educators who believe that a general education of basic, core learnings is essential for all learners. For individuals to function well in society, the basics in the curriculum must be mastered thoroughly. Otherwise, skills in reading, writing, and arithmetic, in particular, will not have been developed adequately by individuals to contribute fully as responsible citizens.

Career oriented educators belive that learners presently need to study, analyze, and experience the world of work. Thus, the learner today may become an intelligent chooser of jobs, occupations, and professions in the future adult world. Being satisfied with one's contributions in the working world is relevant if optimal contributions are to be made in society.

Advocates of a classical curriculum believe that the best of ideas in the world have already been developed by Great Minds of the past.

These ideas have stood the test of time and space. Content in the Classics is stable, subject to few modifications and changes in time and space.

Step by Step Teaching versus an Open Ended Approach

Step by step teaching approaches has numerous advocates in the profession of education as well as by members in society. With a step by step approach, a predetermined curriculum is in evidence for students. The sequential objectives, learning activities, and appraisal procedures have been decided upon prior to the student being involved in the curriculum.

Toward the other end of the continuum, a more flexible curriculum is in evidence. Preplanning of goals, learning opportunities, and evaluation procedures, in degrees, has been done for students. However, open-endedness is much in evidence in ongoing lessons and units.

The writer will first examine the thinking of selected educators who emphasize a step by step approach. Later in the paper educators and their ideas emphasizing a more open ended curriculum will be discussed.

B. F. Skinner and Programmed Learning

B. F. Skinner advocates a step by step curriculum predetermined for students. Dr. Skinner believes in students acquiring a small bit or amount of subject matter. The student then responds, perhaps, to a multiple choice item covering the content. If correct, the student experiences reinforcement. If incorrect, he/she sees the right answer and is also ready for the next sequential linear item.

Read, respond, and check are stressed over and over again in programmed learning.

B. F. Skinner believes in

(a) programmers determining subject matter for students to acquire.

(b) ordered or sequential content being arranged for the student to attain.

(c) each step of learning is specific and identifiable.

(d) precise, measurable results are obtained from each student for each step of learning.

(e) reinforcement is provided the learner for correct responses made.

(f) immediate feedback is given to students pertaining to each response made.

Students in programmed books or software and computer use learn items in small sequential steps. Testing to determine if each step has been learned is important.

James Popham and the Use of Behaviorally Stated Objectives

James Popham advocates utilizing behaviorally stated objectives in ongoing lessons and units. The teacher is in the best position to write these precise ends for student attainment. The measurably stated objectives might even be arranged in ascending order of complexity for students to achieve. If a student does not achieve an objective, a different teaching strategy should be used by the

teacher. It is always measurable and observable if a learner has or has not achieved an objective. Objectivity in measurement here is important.

Prior to initiating a unit, James Popham advocates pretesting students based on the predetermined behaviorally stated objectives. Those objectives students have attained in the pretest should not be emphasized in a lesson or unit. As a result of the pretest, the objectives may be augmented or lowered in complexity depending upon pretest results.

To assist students to perceive purpose in learning, extrinsic motivational devices should be utilized. For extrinsic motivation, prizes and privileges may be given to students, providing they attain the predetermined level of achievement, as announced by the classroom teacher. Achieving the prize and/or privilege is a reward for students attaining a definite number of behaviorally stated objectives.

To achieve sequential objectives in the Popham plan, the content acquired by students in each step of learning is broader in scope, as compared to B. F. Skinner's programmed learning approach of instruction.

James Popham stresses that students should clearly understand the objective(s) of each lesson prior to instruction. These ends should be announced to learners so the latter knows what is to be learned as a result of instruction. Measurement of student

achievement is against each objective emphasized in teaching-learning situations. Criterion referenced tests (CRT's), not norm referenced tests, should be utilized to determine student progress.

Madeline Hunter and Specific Steps in Teaching

Madeline Hunter developed a definite sequence in instructing students. The first step to emphasize in teaching is to establish set within students. The student here is aided to develop interest in the ongoing lesson. The teacher should state clearly to student precise objectives to achieve in the lesson. He/she must also assist students to perceive purpose in learning or reasons for achieving an objective. The second step in teaching, according to Madeline Hunter, is to teach major concepts. Clear explanations, drawings, models, and demonstrations are needed to clarify the concepts. Thirdly, Hunter advocates appraising what students presently know. Students reveal what has been learned by holding thumbs up or thumbs down, depending upon a statement being true or false, as presented by the teacher. Hunter's fourth step in teaching emphasizes guided practice. Here, students answer questions and receive feedback to responses made. Questions, worksheets, and workbook exercises provide guided practice for learners. Teachers must provide feedback to students in terms of the quality of work completed. Evaluation is measured against the stated behavioral objectives. Fifthly, students are given independent practice to solidify previously acquired learnings.

The above named five sequential steps of teaching need to be followed in any curriculum area, according to Madeline Hunter.

Johann Friedrich Herbart and Sequential Steps in Teaching

Step by step approaches in teaching had a fascinating history. Johann Friedrich Herbart (1776-1841) advocated the use of five sequential steps in teaching. In developing his psychology of instruction, Herbart stressed the preparation and utilization of lesson plans to teach students. The first step of teaching, according to Herbart, was preparation. Preparation emphasized teachers helping students to review what had been taught previously. The second step in teaching stressed the concept of presentation. Here, new subject matter is presented to students. Step 3 emphasized association by students of new subject matter presented (step of presentation) with previous content learned (step of preparation). Step number four in developing lesson plans, stressed students achieving generalizations or broad ideas, after associating the new and the previously acquired subject matter. The last step in Herbart's plan for teaching is use. Students should be assisted to utilize what had been learned. The concept of use is emphasized to prevent forgetting on the part of the student.

John Friedrich Herbart was a pioneer in the field of educational psychology. He emphasized five sequential steps for teachers to follow in writing and implementing daily lesson plans. Many educational

historians believe these five steps had become more formalized than what Herbart had wanted.

Herbart in the 1800's as well as B. F. Skinner, James Popham, and Madeline Hunter today, advocate a sequential step by step procedure in teaching students.

Open Ended Procedures in Curriculum Development

With state mandated objectives and Instructional Management Systems (IMS) in vogue, there are selected educators strongly advocating an opposite and open-ended procedure in selecting objectives, learning activities, and appraisal procedures.

Theodore Sizer and Curriculum Development

Theodore Sizer, formerly headmaster of Phillips Academy (Andover, Massachusetts) and Dean of the Graduate School at Harvard University, established the Coalition of Essential Schools comprising 11 core and 34 associate schools. In these high schools, the thinking of Theodore Sizer is emphasized.

Dr. Sizer is opposed to the rigidity and formality of most secondary schools. Fifty-five minute class sessions and rote learning by high school students in traditional settings hinder student achievement, according to Sizer. Sizer's "Study of High Schools", a book written based on a six year study provides necessary background information in developing the Coalition of Essential Schools. Sizer's second book Horace's Compromise: The Dilemma of the American High School emphasizes the importance of teachers on the local level

making curricular decisions. In this book, Horace Smith, the name of a fictitious teacher, faces difficult decisions as an English Teacher. Horace is dedicated to his profession and possesses much ability. His school is a common bureaucracy. Tradeoffs are made with students. If students behave passively, Horace will not expect much achievement from them. Dr. Sizer believes that Horace Smith represents a typical teacher in high schools. Sacrificing academic achievement for docile students must be changed. He advocates that high schools narrow the scope of what is taught to include an achievable range of subject matter and skills. The goals of education would be the same for each student in that the essentials need to be acquired. Individual differences among students would need to be provided for. The curriculum would then be adjusted to each student, rather than adjusting the latter to the curriculum. Diplomas would be awarded on the basis of mastery of knowledge and skills, instead of the amount of time a student spent in the classroom.

Descision-making for teaching, according to Sizer, must be in the hands of teachers and administrators. He would oppose state mandated objectives or local instructional management systems (IMS). Class size needs to be reduced so that teachers may work with smaller numbers of students. The latter would need to assume increased responsibilities for learning. Local school autonomy is advocated by Theodore Sizer. This is quite opposite of reforms in education

being emphasized by many states. Student-centered teaching is stressed by Dr. Sizer.

A step by step prescribed way of teaching is definitely not advocated by Sizer. Teachers and administrators are responsible for their own endeavors in teaching students.

John Goodlad and Curriculum Development

John Goodlad wrote A Place Called School: Prospects for the Future (New York: McGraw Hill Book Company, 1984). This book represents a major study made about American schools. A representative sampling of schools was used and the resulting data analyzed in depth. Goodlad believes that the individual school is the basis for improving instruction. This again is quite opposite of having stated mandated objectives and district-wide development of instructional management systems (IMS).

Dr. Goodlad advocates that more time in a classroom be spent on instruction. High levels of cognition need to be emphasized, rather than factual knowledge. Too frequently, the entire class is taught as a unit, rather than teachers working with students individually and within committees. The teacher is at the center of the stage in instruction. Goodlad believes that students should receive the major focus in teaching-learning situations.

Dr. Goodlad also believes that students receive too little feedback pertaining to their successes and errors. Students tend to be passive in a routine, boring environment. The teacher lectures,

explains, and assigns, whereas students listen passively to requirements demanded. Goodlad believes that students should be actively involved in learning with much teacher-student interaction. In studies made for the book A Place Called School, Goodlad and his associates saw little of what has been called progressive education in the classroom and yet progressivism has been blamed for much of the school's ills. A variety of activities such as excursions, audio-visual aids, and reading materials should be utilized to provide for individual differences. Again, higher levels of cognition are important to emphasize, according to Goodlad.

Ralph Tyler and Curriculum Development

Ralph Tyler published his paperback Basic Principles of Curriculum and Instruction in 1950. This paperback continues to be popular in educational literature. It receives little or no attention in today's emphasis upon reforms instituted by the state with its required objectives, instructional management systems (IMS), and career ladders/merit pay.

Dr. Tyler raises four questions which provide guidance in developing the curriculum. These are broad, open ended questions:

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can these educational experiences be effectively organized?
4. How can we determine whether these purposes are being attained?

Step by Step versus Open Ended

Tyler has been called the father of the behaviorally stated objectives movement. However, the above four named questions indicate flexibility and openness in developing the curriculum. The questions can be answered by individual teachers or by groups of teachers as the curriculum is being planned. Dr. Tyler's above named book provides a framework in curriculum development. There is much leeway and flexibility in lesson and unit development here. The four questions raised by Tyler indicate

1. what teachers should aim toward in the instructional arena (goals).
2. how goals are to be achieved by students (learning opportunities).
3. the degree to which subject matter should be related (separate subjects, correlated, fused, or integrated approaches).
4. the necessity of appraising student progress with the use of appropriate evaluation procedures.

Tyler emphasized three sources from which objectives should come. These are from a study of society, a study of the learner, and from recommendations of subject matter specialists or academicians.

John Dewey and the Curriculum

John Dewey (1859-1952) was a rather early advocate of open ended approaches in teaching. Dewey believed strongly that school and society should not be separated from each other. What is salient and worthy in society should definitely become an important facet of the school curriculum. Change is a key concept in the school and society related entity. With change, problems arise and need

identification. Dr. Dewey emphasized flexible steps in problem solving. Students with teacher assistance need to identify problems. The problems are life-like and real. Subject matter is acquired and is instrumental to securing answers to the problem. A hypothesis results. The hypothesis is tentative (not absolute) and subject to testing. The hypothesis may need to be revised as a result of testing.

When developing a hypothesis, one must look at alternatives and consequences of each choice. In problem solving, effort in learning comes from the interests of students. Interest and effort are not separate, but integrated entities. Problem solving emphasizes a complete act of thought.

In Closing

Presently, much structure in the curriculum is in evidence. Diverse states have precise objectives that public school pupils are to achieve. State mandated tests are based on these objectives. Selected educators, past and present, emphasizing a tightly structured curriculum include B. F. Skinner, James Popham, Madeline Hunter, and Johann Friedrich Herbart. Toward the other end of the continuum, those educators stressing a more open ended curriculum include Theodore Sizer, John Goodlad, Ralph Tyler, and the late John Dewey.

Predetermined, sequential objectives for students to attain emphasize a logical curriculum. The curriculum then is developed

logically by educators prior to teaching students. No input from students has accrued in terms of selecting objectives, learning activities, and appraisal procedures.

Toward the other end of the spectrum, those emphasizing a more open ended curriculum believe in increased student input and local teacher involvement in developing ongoing lessons and units. The tendency then is to develop a psychological, rather than a logical curriculum.

The writer believes strongly in stressing a curriculum which in broad outline emphasizes

1. the interests of students.
2. meaningful content for each learner.
3. purpose on the part of students in achieving goals and objectives.
4. adequate input from students into each curriculum area. Inputs from learners include teacher-student planning, use of learning centers, as well as questions and problems identified by pupils in ongoing lessons and units.

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